

Medium Term Plan: Spring 1 2022- 2023 – Year 2 Comparing India and the UK

Spring 1							
Weeks	1	2	3	4	5	6	7
English Handwriting: Lexia:	Daily: Handwriting Mon: GPS T/W/Th: Fri: Reading	Daily: Handwriting Mon: GPS T/W/Th: Fri: Reading	Daily: Handwriting Mon: GPS T/W/Th: Fri: Reading	Daily: Handwriting Mon: GPS T/W/Th: Fri: Reading	Daily: Handwriting Mon: GPS T/W/Th: Fri: Reading	Daily: Handwriting Mon: GPS T/W/Th: Fri: Reading	Daily: Handwriting Mon: GPS T/W/Th: Fri: Reading
Maths	Money Fri: Arithmetic	Money Fri: Arithmetic	Multiplication and division Fri: Arithmetic	Multiplication and division Fri: Arithmetic	Multiplication and division Fri: Arithmetic	Multiplication and division Fri: Arithmetic	Multiplication and division Fri: Arithmetic
Geography: Comparing India and the UK	Where is India?	Exploring India.	Where is Chembakolli?	What is it like to live in Chembakolli?	What is it like to go to school in Chembakolli?	How can we compare a small area of India and a small area of the UK?	
Music: Unity 3 Rhythm		Children will listen to music from Michael Flatley’s ‘Riverdance’ and a march composed by Franz Schubert. The different styles will act as discussion points to explore pulse and rhythm. Further activities	Children will listen to some of Evelyn Glennie’s performances observing her musical skill and accuracy and the variety of rhythms she uses when playing tuned percussion. Children will have opportunities to use musical	Children will explore ostinato patterns in nursery rhymes using body percussion. They will also practice keeping their rhythmic line consistent whilst performing with others in small groups.	Children will listen to music performed by the RAF Lossiemouth Pipe Band and respond physically by marching to the pulse. They will build on prior learning by choosing lines from nursery rhymes and using	Children will listen to Stop The Cavalry by Jona Lewie, recognising it is in 2/4 time and respond by marching to the pulse. They will use their notation from the previous lesson to create a class composition with each group	Children will practice their group ostinato pattern to improve accuracy and playing in time. The whole class will then perform their composition to an audience and afterwards, engage in discussion about what went well and ways they could improve a future performance.

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		will include singing and exploring the lyrics and rhythms of nursery rhymes.	vocabulary such as pulse and timbre when exploring rhythms from nursery rhymes.		these lyrics to write their own rhythms in small groups.	performing their ostinato pattern in turn	
Science:							
RE							
Art	I can make drawings using photos from films / stills on nature / animals as my source material.	Close looking on tiny / small objects..	Explore an artist who uses mono prints and experiment	To create mono prints	To be inspired by Indian artists – block printers & experiment with printing using objects to create imagery.		
ICT	Typing	Symbols and Save	Editing	Undo and Redo	Select and Format	Formatting text	Assessment
PE: Tuesday (1:15–2:15) & Wednesday:	Gym: Shape Games: Sending and Receiving	Gym: Balance Games: Sending and Receiving	Gym: Travel Games: Sending and Receiving	Gym: Take-off and landing Games: Sending and Receiving	Gym: Rolling and sequence Games: Sending and Receiving	Gym: Sequence Games: Sending and Receiving	Gym: Create a routine Games: Sending and Receiving

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PSE and citizenship:	Daily: Newsround and discussion Developing Communication Skills	Daily: Newsround and discussion Developing Group Work Skills	Daily: Newsround and discussion Applying Communication and Group Work Skills	Daily: Newsround and discussion Evaluating Communication and Group Work Skills	Daily: Newsround and discussion Financial Understanding	Daily: Newsround and discussion Financial competence	Daily: Newsround and discussion														
Target Time:	<p style="text-align: center;">Spelling patterns/Reading</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="412 475 645 517">Week 1</th> <th data-bbox="649 475 882 517">Week 2</th> <th data-bbox="887 475 1120 517">Week 3</th> <th data-bbox="1124 475 1357 517">Week 4</th> <th data-bbox="1361 475 1594 517">Week 5</th> <th data-bbox="1599 475 1832 517">Week 6</th> <th data-bbox="1836 475 2047 517">Week 7</th> </tr> </thead> <tbody> <tr> <td data-bbox="412 520 645 627">Adding –ed, –er and –est to a word ending in –y with a consonant before it</td> <td data-bbox="649 520 882 627">Adding –ing to a word ending in –y with a consonant before it</td> <td data-bbox="887 520 1120 627">Adding –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</td> <td data-bbox="1124 520 1357 627">Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant after a single vowel</td> <td data-bbox="1361 520 1594 627">The sound /or/ spelt 'a' before l or ll</td> <td data-bbox="1599 520 1832 627">Common Exception Words</td> <td data-bbox="1836 520 2047 627">Review Week</td> </tr> </tbody> </table>							Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Adding –ed, –er and –est to a word ending in –y with a consonant before it	Adding –ing to a word ending in –y with a consonant before it	Adding –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant after a single vowel	The sound /or/ spelt 'a' before l or ll	Common Exception Words	Review Week
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Homework:	<p style="text-align: center;">Y2 CEW practise Number bonds to 10, 20, 50 and 100 practise Counting in steps of 2, 5 and 10 Reading</p>																				